



INTEGRATE THE INDIGENOUS KNOWLEDGE AND SKILL PRACTICES WITH THE VOCATIONAL EDUCATION SYSTEM – A CONCEPTUAL FRAMEWORK

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ABSTRACT

Due to increasing vocationalisation of education system, it is precondition to revitalize the indigenous knowledge and skill practices in the educational system. To overcome the unemployment problem to maintain indigenous knowledge and culture in the society it is prerequisite to adopt it in the vocational education. For improving the socio-economic condition of the country, it is obligatory to adopt such educational policies and system that improves knowledge and skills of the students. Vocational education is come into scene in India in the name of skill India.

Vocationalisation is being the prime interest of the country to improve the job sector. However, various efforts are required in this field. For the success it is required to create awareness and develop such educational policies and system by which students learned a lot. The educational system should not be just to grab the degree but it should be to make them career oriented. Students from rural background or any specific culture find difficult to understand modern educational system. They belong to specific culture and system.

They know regional language, customs, culture and occupation that creates the problem in learning new vocational education. Indigenous knowledge and skills are important in the today's educational system. As our educational system is more concern about the vocational educational system to make students employable. Before designing any vocational course it is prerequisite to understand the need and requirements of indigenous people and precondition to integrate indigenous knowledge with the vocational education.

This research paper stressed on the importance and mechanism to integrate indigenous knowledge with the vocational education. This is a conceptual study thus for achieving the objective of the research, various journals and articles are collected through internet and libraries.

KEYWORDS: Indigenous knowledge and skills, Educational system, Vocational Education, Indigenous people.

INTRODUCTION:

In the today's debated issues on the indigenous knowledge and skills, educating and teaching youth in their own culture and languages is prime important. Vocational education and its awareness are increasing day by day. To overcome the problem of the unemployment and to balance between supply and demand of skilled manpower, demand of vocational education is increasing. However, there are various students who have their own indigenous knowledge and skills, but they don't have such vocational courses.

For fulfilling the demand of society and their requirements, it is better to provide vocational education, which will not create problems for their culture, language and traditions. There are many indigenous skills in the sector of handicraft, agriculture, art work, drama, paintings, sculpture etc. For giving lift to their own skills at global space vocational training programs plays an important role. There are various indigenous skills and knowledge which is demanded at global space. Various indigenous skills that are attached to their birth place. With the aid of vocational training program they can boost their career in their own region.

It is also possible to spread their knowledge all over the country. It is significant to develop courses according to the need and requirements of the indigenous people. With this it is also necessary to include indigenous skills in the course that is designed for the students. By focusing the significance of the study, we proposed the research paper titled "Integrate the Indigenous Knowledge and Skill Practices with the Vocational Education System – A Conceptual Framework."

OBJECTIVES OF THE STUDY:

The main objective of the study is to identify the mechanism for integrating the indigenous knowledge and skill practices with the vocational education system. The specific objectives are as follows:

- To explore the significance of indigenous knowledge and skill practices.
- To describe the importance of vocational education.
- To identify the different mechanism to integrate the indigenous knowledge and skill practices with the vocational education system.

METHODOLOGY OF THE STUDY:

This is a conceptual research paper. Thus, for accomplishing the purpose of

research various published journals and articles are used. Journals are collected with the aid of the internet and PSSCIVE library, Bhopal.

Significance of Indigenous Knowledge and Skill Practices:

The indigenous knowledge handles with their own agro-ecological and the socio-economic environments. This means understandings, skills and philosophies that are developed by the societies. It is a key to the sustainable development and unique knowledge limited to a particular culture and or society.

Indigenous knowledge and skill is the traditional knowledge and skill practice. But all traditional skills and knowledge are not indigenous knowledge. For the economic and the social activities indigenous knowledge and skills are the foundation for the local level decision making in the food security, human, animal health and education.

A deep understanding of the indigenous skills and knowledge is necessary to prepare or design vocational education content. Moodie revealed that vocational teaching and learning methods (vocational pedagogy), do not relate well to the socio-cultural needs of the African people. Thus, it is essential to integrate indigenous knowledge system (IKS) into formal vocational education systems. It highlights training-gap in the formal VE systems with the likelihood indigenous knowledge system can offer to expand the current pedagogy.

According to Tussim (2018), government is uninterruptedly focussing on the improvement vocational education. And, it involves in various programmes of the government. On 9 August we celebrate "United Nations International Day of the world's indigenous peoples" to raise awareness and promote action for progressing the rights of 370 million indigenous people from over ninety countries. According to the world economic forum 2016, indigenous people make up around 5% of the global education, they account for approximately 15% of the world's extreme poor.

The right to education of high-quality and culturally prideful for indigenous peoples are safeguard by various international human rights instruments i.e., Universal Declaration of Human Rights, Cultural and social rights, ILO Convention 169, international covenant on the economic convention on the rights of the child, and the united nation. Due to imposition of culturally unsuitable policies and development on the indigenous people without proper discussion led to the harm of their lands, cultures, livelihoods, and knowledge systems. Alaska federation of native, Asia caucus, threatened about their culture. Cultural diversity

plays a spirited role in the today's globalized world and this is the important element of the sustainable development. The following are the benefits of the indigenous knowledge:

- It is the foundation for the problem-solving strategies for the local society.
- For solving the problem of the local society use of indigenous knowledge and skill is very important.
- Local society is facing various problems for running their well being.
- Indigenous knowledge and skill is one of the most significant factors for solving their problems.
- It is the significant component of global knowledge and skills on the development issue.
- Indigenous education focuses on teaching the indigenous knowledge models, methods and content in formal as well as non-formal education. Indigenous education is a way to protect and develop traditional skills and cultures.

Importance of Vocational Education and Skill Development:

Education is very important for the success. Vocational education means practical courses through which adding skills and experiences that is directly linked to their career in the near future. Initially, training was confined to trades, carpentry, automobile, etc., but now it is expanded with the passage of time.

Today, there are various job roles are included in the vocational training programs which are, Retail training, Tourism training, Floral designing, Food and beverage system management and Computer network management. The purpose of vocational education is to connect theory with the practical applications. Students are enrolled in the courses and after completed, if they don't know how to utilize education in their profession. When they move for the job they have no skills. They know theoretical concepts of the subject matter but, they don't know whatever the use of that education is. In the today's context of competition, it is very hard to get a job. There are lots of changes occurred globally. Thus, it is vital to make self-employable by doing entrepreneurship, own business, skilled job etc. By gaining practical knowledge only students can decide their path. What they want to do and what they can know only by understanding through education theoretically as well as practically.

Pradhan Mantri Kaushal Vikas Yojana is a system of the ministry of Skill Development & Entrepreneurship (MSDE) and the aim of this scheme to facilitate Indian youth to make their better livelihood. National Skill Development Corporation India (NSDC) was setup as one of its public private partnership company. It is a exclusive model created with philosophy based on to create, to grant fund, and to enable the creation and sustainability of system for skill development. Main purpose of the NSDC setup is to upgrade skills and knowledge to international standard over industry involvement and prepare frameworks for standard, curriculum of the course and quality assurance. NSDC play the part of a market maker by providing financing specifically in sectors where marketplace mechanisms are missing. NSDC works through partnerships through multiple stakeholders and involving the skilling ecosystem i.e. private sector, international engagement, central ministries, state government, university and non-profit organizations. Various vocational institutions and programmes are also introduced in the system. But they are not sufficient to develop vocational programmes successfully.

For the success of the vocational programme there is a positive relation between the teacher and the system. Teachers or trainers play a vital role to implement vocational programmes successfully. It is not easy to implement it without focusing on the need of trainers and the students.

When trainers need are fulfilling by the system then only they understand the need of the student. Second thing is that indigenous skills and knowledge can be understood well by the indigenous teachers. When designing any curriculum it is vital to do research on its base and the current trend. What is going on and what already happened is most important. What is the demand of the market and what is the demand of the students both are important. It is not possible to run vocational programmes blindly without concerning the need and requirements of the market and the students. For the support of government organizations and its affiliated organizations it is first and most important. All of the system can be work smoothly only if there is proper coordination between them.

Mechanism for Integrating Indigenous Knowledge and Skills with the Vocational Education:

A conceptual framework is developed in this research paper. According to this framework there are five important mechanism to integrate indigenous knowledge with the vocational education.



Fig. 1.1: Mechanism for Integrating Indigenous Knowledge and Skills with the Vocational Education

1. Participation of Indigenous Society or Community in the Field of Technical and Vocational Education:

Norwaliza Abdul Wahab et al. studied on the participation of the Indigenous community or society in the arena of Technical and Vocational Education (TVE) and Skills Training Institutions (STI) in Malaysia. They found that indigenous students expressing interest in the technical and the vocational education, but their level of knowledge is low. Thus, it is necessary for indigenous students to gain sufficient knowledge about technical and vocational education. If they have knowledge, then only awareness of vocational education can be created.

2. Adopting Cultural diversity in the Vocational Programme:

Martin Nakata (2002), pointed out that indigenous knowledge is argumentative. Indigenous knowledge does not mean indigenous people only, but indigenous people's knowledge could be the subset of the indigenous knowledge. In the modern civilization primitive indigenous knowledge was largely overlooked or suppressed. Indigenous knowledge now faces in the arena of ecology, soil science, veterinary medicine, forestry, human health, zoology, agronomy, botany, aquatic resource management, forestry, agronomy, agricultural economics, mathematics, management science, water resource management etc.

It is admitted by UNESCO (2015) cultural diversity is the greatest source of creativity and wealth. And it focuses the need to discover the alternative approach for the betterment of human being.

Due to information technology, enormous potential has emerged of the indigenous people. They can utilize the latest technology for their growth and sustainable development. Recent technology enables faster and easy communication (Nathan, 2000). We are facing communication era. There are vast ways of information technology. For the socio-economic development of the country, it is vital to utilize fast communication techniques. The significance of educating the youth in their cultures as well as their indigenous languages is the topic of discussion in the today's scenario.

As we are moving towards skill development and vocational education, thus it is prerequisite to focus on utilization of indigenous skills and knowledge.

3. Use the local Environment and Community Resources:

According to UNESCO millions of children taught in languages they did not know or understand. In the vocational education program there is shortage of indigenous people in designing curricula. Due to lack of indigenous education, indigenous youth separated from their own culture.

Due to lack of the opportunity in the indigenous education, youth and children are deprived of their culture and history. It is recommended to integrate indigenous languages into the national curricula. The reason behind the poor people is the poor quality of education that do not brings into line with the interest and need of indigenous people. Education should be aligned with the learning needs, languages, priorities, and aspirations. Education should be delivered through culturally appropriate strategies. Various colleges and institutions are opened to provide degrees but they are unable to make ready students for improving their skills and developments.

This means that education is not quality oriented. Present education system available to indigenous people not only appropriate but also threaten its existence. Education policies and schemes are destroying culture, natural resources. Language, identity and rights and displace them from their lands and territories.

4. Manipulate the environment for the sustainable development and strategies:

To integrate indigenous knowledge with the vocational education successfully it is needed to focus on current as well as future demand. There is no worth of any vocational program if they are not according to demand. To meet the need and desire of society and the market demand there is need of appropriate strategies. Challenges that are facing by vocational education is how to train students, teachers and the environment. Indigenous knowledge can be integrate with the vocational education by studying changes in the market environment and overcome the hurdles in the vocational programme.

5. Introduce Technical and Vocational Subjects for Indigenous students:

Primary school and the teacher teaches should be indigenous teachers themselves. Indigenous teachers better understand the need and interest of the students such as sports, music, agriculture and handicraft. It will give them more chance to the students who wish to practice their skills according to their needs and interest. In the agenda of transforming our world international community emphasize 2030 for the sustainable development in which commitment is towards equality and healthy environment. Promote education and lifelong learning opportunities for all.

CONCLUSIONS:

Vocational education should be aligning with the indigenous knowledge and skills so that indigenous people able to compete in the market successfully. It is inappropriate to impose course design on the indigenous people without considering their needs and interest. Indigenous knowledge and skills are the wide knowledge should be utilized by the whole educational system.

The designing of course and the educational policies and system should be aligning with the indigenous knowledge and skills. Without focusing on the interest and need of indigenous people and without including indigenous knowledge in the education system results in the destroying culture, natural resources. Language, identity and rights and shift them of their lands and territories. Thus, it is vital to change educational system and policies to save the future and culture of the indigenous people. How to integrate indigenous knowledge and skills with the vocational education is a major problem. Therefore, this research paper focused on the mechanism to integrate indigenous knowledge and skills in the vocational education which are participation of indigenous society, introduce technical and vocational subjects for the indigenous students, adopting cultural diversity, use the local environment and community resources and manipulate the environment for the sustainable development and strategies. By concluding it can be said that the conceptual framework given in this paper is very useful and in the future research it can be tested empirically.

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